Thai SOLT I

Module 5 Lesson 2

Anatomy

Objectives **Module 5**
Lesson 2

At the end of the lesson, the students will be able to identify basic human anatomy. Under this Terminal Learning Objective, the students will be able to:

1. **Identify parts of the body.** This task will include:
   - Name main parts of the human body
   - Talk about the motor and sensorial organ functions
   - Identify an internal organ
   - Identify an external organ

Anatomy Thai

SOLT I

Introduction

Module 5 Lesson 2

> *Tip of the Day*
>
> The Thai names of the fingers are: □□□□□□□□□□□□□□ (□□□□□□□□□) – thumb, □□□□□□□ – index finger, □□□□□□□□– middle finger, □□□□□□□– ring finger, □□□□□□□□– little finger. Note that *toes* are also called □□□□□.

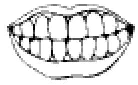
Body parts : □□□□□□□□□□□□□□□□□□□□

□□□□□□ (□□□□):

□□□□

□□□

□□



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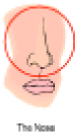

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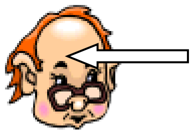

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□□□□ /□□□

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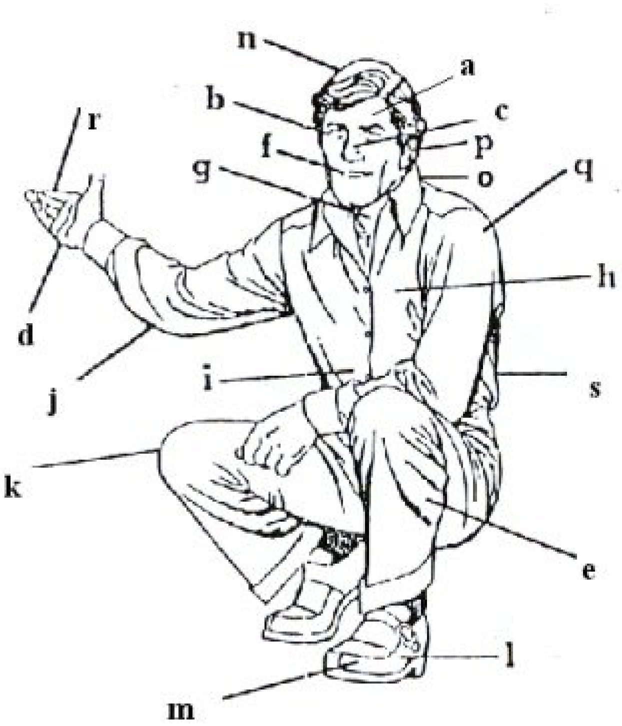
Introduction
Module 5 Lesson 2

Exercise 1
Match the letters with the words for the parts of the body.



______ [illegible] ________ [illegible] ________ [illegible] ______ [illegible]

________ [illegible]

______ [illegible] ______ [illegible] ________ [illegible] ________[illegible] _

________ [illegible]

______ [illegible] ______ [illegible] ________ [illegible] _____ [illegible] ______ [illegible]

______ [illegible] ________ [illegible] ________ [illegible] ______ [illegible],[illegible]

Exercise 2

Arrange the parts of the body from the top to the bottom of the human body. Use numbers 1 (top) - 10 (bottom).

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]		

Exercise 3

The following sentences refer to certain parts of the body. Read them and write the part of the body to which they refer in the space provided.

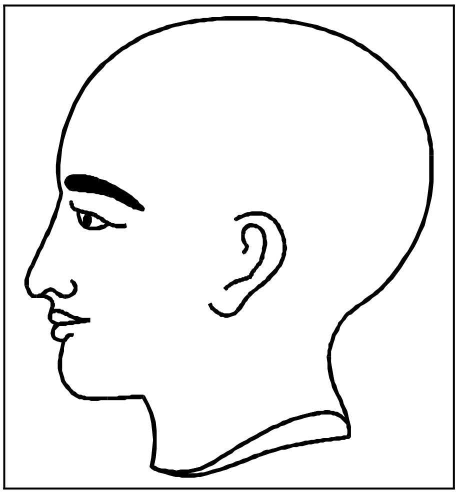
Example:

You will read [illegible]
You will write [illegible]

[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	

Introduction
Module 5 Lesson 2

Exercise 4 (Pair Work)
Review the following expressions for facial features with a partner. Take turns asking and answering questions concerning the parts of a human face (or head) and the related senses in Thai.



□□□□□□□□□	hearing
□□□□□□□□□□	sight
□□□□□	smell
□□	eyes
□□□□	nose
□□	ears
□□□	mouth
□□□□□/□□□	head
□□□□□□	touch

Exercise 5 (Group Work)
Simon says…

Learn the following expressions in Thai and comply with the directions of the instructor. Try to determine what you are told to do by watching your instructor.

Please fill in the appropriate expressions in Thai in the right column

raise	
lower	
lower one’s head	
close	
open one’s eyes	
close one’s eyes	
open one’s mouth	
close one’s mouth	

Exercise 6

Talk about the motor and sensorial organ functions

With the help of the instructor, complete the table below with the appropriate motor or sensorial function that describes each noun.

eyes	
nose	
ears	
mouth	
hands	
legs	
arms	

Exercise 7 (Pair Work)
Create a list of as many parts of the body as you can. List the body parts with its functions in Thai. See which pair can come up with the longest list. For example:

1. Heart pumps blood (Say: [illegible])
2. Eyes see (Say: [illegible])
3.
4.
5.
6.

Etcetera…..

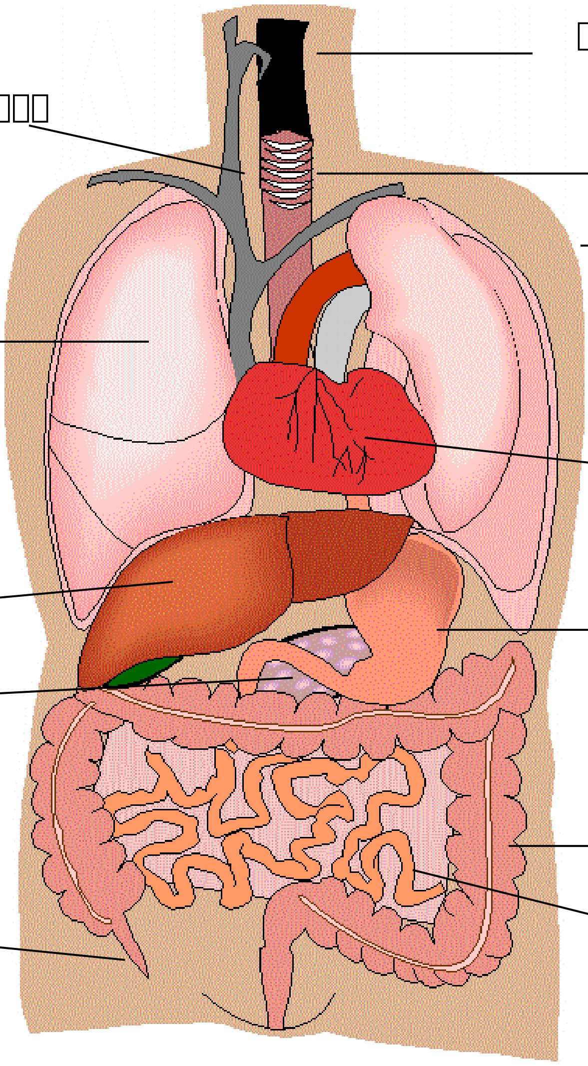
Exercise 8
What does the ad encourage you to?

a. have an annual checkup
b. keep your body healthy

c. donate your organs

Introduction
Module 5 Lesson 2

Internal Organs : [illegible]



Exercise 9 (Pair Work)
Look at the picture and read the names of the organs. Ask and answer questions according to the model.

Model:
A: [illegible] (Say and point to the area)

B: [illegible] object being pointed at

□□ may mean either neck or throat, depending on the context. However, in the event clarity is needed, the word □□□□□ or □□□□□ should be used for throat. Again, the former seems to be more polite than the latter.

□□□□ may mean either finger or toe, depending on the context. To specify that it is definitely one way or the other, the word □□□ or □□□□ may be used to modify the word □□□□ to make it finger or toe, respectively, as needed.

□□□□□ means to breathe. However, special structures are required to say ‘can breathe’ and ‘cannot breathe’. ‘Can breathe’ would be □□□□□□□□, whereas ‘cannot breathe’ would be □□□□□□□□ □□□.

□□□ / □□□□

To open the eyes, to have one’s eyes open, use expression □□□□□ not □□□□□□.
To close the eyes, to have one’s eyes close, use expression □□□□□□ not □□□□□.

□□□ / □□□

To open one’s mouth, use expression □□□□□□ not □□□□□□□.
To close one’s mouth, use expression □□□□□□ not □□□□□□.

□□□□□ (□□□) To ask for words in Thai for a particular object use the pattern:

Question: □□□ (object being pointed at) + □□□□□□□□ + □□□□

Answer: (□□□ + □□□□□□□□ +) object

Anatomy Thai
SOLT I

Vocabulary
Module 5 Lesson 2

กระดูก	bone
กระดูกแตกหรือหัก	to fracture
กระดูกสันหลัง	spine
กล่องเสียง	larynx
กล้ามเนื้อ	muscles
กลิ่น	smell
การได้ยิน	hearing/inner ear
การผ่าตัด	operation
ข้อ /กระดูก เคลื่อน	to dislocate
ของเสีย	waste
ข้อเท้า	ankle
ข้อมือ	wrist
ข้อศอก	elbow
ขับ ...ออกมา	secrete
เข่า / หัวเข่า	knee
เข้าเฝือก /ใส่เฝือก	to put in a cast
แขน	arm
ไขมันในเลือด	cholesterol
ความดันโลหิต	blood pressure
คอ / ล□□คอ	throat
คอหอย	pharynx
เครียด	stress
จมูก	nose
เจ็บ	to hurt
ซี่โครง	rib cage
แดดจัด	strong sunlight
ตะโพก / สะโพก / (แก้ม) ก้น	buttock
ตับ	liver
ตับอ่อน	páncreas
ตา	eyes
ไต	kidney
ถุงน้ำดี□	gall bladder
ท้อง	stomach
ทางอากาศผ่าน	air pasaje
นอนดึก	go to bed late
น้ำดี	bile
น้ำปัสสาวะ	urine

Vocabulary
Module 5 Lesson 2

นิ้ว (เท้า)	toe
นิ้ว (มือ)	finger
บริจาค	to donate
บริสุทธิ์	pure, clean
บริหารร่างกาย	to do physical exercise
บ่า / ไหล่	shoulder
ประโยชน์	benefit, gain advantage
ปลายสุดของร่างกาย เช่น แขน ขา	extremities
ปอด	lung
ปาก	mouth
เป็นประจ □□	regulary
ผม	hair
ผิวหนัง	skin
ฟัน	tooth
ฟันกราม	molar tooth
มากเกินควร	extreme
มือ	hand
ย่อยอาหาร	digest food
รส (ชาติ)	taste
ระบบประสาท	nerve system
ระบบไหลเวียน	circulation system
ร่างกาย	body
โรค	disease
ลุ□□ไส้	intestine
ลิ้น	tongue
เลือด / โลหิต	blood
สะโพก	hip
สัมผัส / แตะ /จับต้อง	touch
สายตา / การเห็น	sight
สื่อ	medium
เส้นโลหิตแดง (เส้นเลือดแดง)	artery
หน้า	face
หน้าที่	duty, function
หน้าผาก	forehead
หน้าอก	chest
หลอดลม	trachea
หลอดโลหิตด □□	vein

Vocabulary
Module 5 Lesson 2

หลัง	back
ห่อหุ้ม	to cover
หัวใจ	heart
หู	ear
เหน็บชา	beriberi
อวัยวะภายในร่างกาย	internal organs
อาการข้อเคล็ด	to sprain
อาการปวดตามข้อ	arthrodynia
เอว	waist
แอลกอฮอล์	alcohol

Culture Notes
Module 5 Lesson 2

HEAD AND FEET
We have already mentioned the height rule in connection with the ‘□□□□: *wai*’. Many other social actions conform to this basic idea that status superiority should be reflected in a physical high-low continuum. This hierarchical philosophy even permeates the way a Thai thinks of his or her individual body. The top of the head, inhabited by the *khwan* (‘spirit essence’), is the most important part and the feet are the least important and dirtiest part.

The taboo against touching heads is maintained even between close friends but, like all rules of this kind, it is not allowed to interfere with what people really want to do. It is not upheld between lovers. Old peple may be seen placing the right hand on a young child’s head as a mark of affection.

THE IMPROPER APPENDAGE
Heads being almost sacred and feet being something a Thai would rather not talk about, you must, of course, take care what you do with your extremities. As one Thai government official wrote, when asked to submit advice for American visitors to Thailand: **The foot is not considered the proper appendage with which to point.** Just about the worst insult you can pay a Thai is to point at his sacred head with your lowly foot. Try to keep your feet under control. Absolutely taboo is to allow them to wander up onto the top of your desk, even if nobody is sitting in front of them. Equally vulgar is to sit in a temple with your back propped against the wall and your legs stretched out in front of you.

A little more subtle than the above examples is the taboo against sitting with your legs crossed in the presence of monks or respected elders. This applies whether you are sitting on the floor, in which case the feet should be tucked away out of sight under the body in the respect position, or if you have managed to find a chair to sit on, in which case the legs should not be crossed.

POINTING
Pointing with a finger is less offensive than pointing with a foot and is acceptable for objects (except sacred objects) but not for people, even very inferior ones. If you really need to point someone out to your companion and can’t do it verbally, do so as discreetly as possible. A slight upward movement of the chin towards the pointee is permitted.

GETTING ATTENTION

Don’t clap, snap your fingers or hiss. The correct way is to beckon, palm down, moving the fingers rapidly towards you.

PASSING

When passing to a superior, the left hand supports the right arm and the body is lowered slightly. It is unnecessary for the superior to present objects or receive objects using a supporting hand.

Application Activities
Module 5 Lesson 2

Activity 1 (Pair Work)
Express discomfort

Assume that you have been overdoing your workouts. Tell each other what part of your body hurts.

Example: ปวดหลัง / ไหล่ / เข่า / ขา / แขน / กล้ามเนื้อ

Activity 2
Identify internal organs

Match the word with its definitions.

1. _______ หัวใจ A. ท□□หน้าที่ขับของเสียออกมากับน้ำปั□สสาวะ
2. _______ ปอด B. ทางเดินอากาศหายใจ
3. _______ ไส้ติ่ง C. ห่อหุ้มร่างกาย
4. _______ ตับ D. ท□□หน้าที่เกี่ยวกับการหายใจ
5. _______ ไต E. มีหน้าที่สูบฉีดเลือดให้หมุนเวียนเลี้ยงร่างกาย
6. _______ กระเพาะ F. ทางเดินอาหาร
7. _______ ล□□ไส้ G. ท□□หน้าที่สร้างน้ำดี □ และโปรตีนบางชนิด
8. _______ หลอดลม H. ท□□หน้าที่เก็บและย่อยอาหาร
9. _______ ผิวหนัง I. ไส้ที่เป็นติ่งย้อยจากล□□ไส้ใหญ่

Activity 3 (Pair Work)
Problem with your body

Ask your partner the following questions. He/she will give the appropriate answer to it.

ติเหตุทางรถยนต์ไหม
เจ็บที่ไหนบ้าง

4..... กระดูกหักหรือเปล่า 5..... ไปหาหมอครั้งสุดท้ายเมื่อไร	6..... หัวใจท □□งานปกติดีหรือเปล่า 7..... ปอดอักเสบหรือเปล่า 8..... เคยผ่าตัดไหม 9. ... เคยต้องเข้าห้องฉุกเฉินหรือเปล่า 10... ร่างกายคุณแข็งแรงดีไหม

Application Activities
Module 5 Lesson 2

Activity 4 (Group Work)
Motor and sensorial organ functions

Read the following sentences and discuss the different functions of these body parts.

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

[illegible]...

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]
7. [illegible]
8. [illegible]
9. [illegible]
10. [illegible]

Activity 5 (Pair Work)
Taking care of your body

Place the list in the Jumble Box on the appropriate column. Then, discuss which activities you practice. Add any other activity that you consider important.

Healthful Activities	Non-healthful Activities
[illegible]	[illegible]
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

[illegible]	[illegible]	[illegible]

อยู่ในที่ๆมีอากาศบริสุทธิ์	ออกก□□ลังกายอยู่เสมอ	กินของหวานจัด
ดื่มเดรื่องดื่มที่มีแอลกอฮอร์	วิ่ง	นอนดึกเป็นประจ □□
กินอาหารที่มีประโยชน์ต่อร่างกาย	อาบแดด	ดื่มกาแฟมากเกินควร

Skill Enhancement Activities
Module 5 Lesson 2

Activity 1
Class activity. Students form a circle and take turns in giving commands to the student to their right that involve parts of the body for him/her to execute. Example:[illegible], *[illegible], [illegible]*…If the student does not execute the proper gesture, he is out. The last student wins.

Activity 2 (Pair Work)
You are a prospective organ donor. Which organ(s) do you plan to donate? Tell your partner who will write an organ donor's card for you.

Activity 3 (Group Work)
Here is a list of popular saying in Thai, using different parts of the body. Try to find the equivalent in English. Look up the unfamiliar words and remember idiomatic expression never translate word by word.

A. [illegible]	1. To turn a blind eye.
B. [illegible]	2. To put one’s foot in it.
C. [illegible]	3. To put one’s head in the lion’s mouth.
D. [illegible]	4. Walls have ears.
E. [illegible]	5. Who remove stones, bruise their fingers.
F. [illegible]	6. A honey tongue, a heart of gall.
G. [illegible]	7. A bird in hand is worth two in the bush.
H. [illegible]	8. To cry one’s eyes /heart out.
I. [illegible]	9. Out of sight, out of mind.
J. [illegible]	10.A kiss after a kick.

Skill Enhancement Activities
Module 5 Lesson 2

Activity 4
Read the text in the box and check the most appropriate interpretation.

[illegible]
[illegible]. [illegible]
[illegible]
[illegible]. [illegible]
[illegible]. [illegible]

1. The benefit of doing physical exercise
2. The function of internal organs
3. The blood circulation system

Activity 5
[illegible] *Whom do you resemble?*

Ask your partner whom does he/she resemble in their family, and why does he/she think so.
Follow the example below:

Example: [illegible]
[illegible]
[illegible] *(What do you have in common?)*
[illegible] *(We have the same eyes and hair.)*

Activity 6
Write a short description of your partner using the previous activity as guidance. Say whom he/she resembles in his/her family. Report your information to the class.

Anatomy Thai SOLT I
Skill Enhancement Activities
Module 5 Lesson 2

Activity 7
Select the correct description of each of these pictures:

1. ผู้ชายวางมือบนเข่าของผู้หญิง
2. ผู้หญิงหงายหลังตกจากม้านั่ง
3. ผู้ชายนั่งลงชิดผู้หญิง
4. ขณะที่นั่งอยู่ ผู้หญิงใช้มือเสยที่จมูกของผู้ชาย
5. ผู้หญิงใช้เข่ายันผู้ชายออกไปแล้วลุกขึ้น
6. ผู้ชายถูกเตะและล้มลงไป

Activity 8
Select the correct description of each of these pictures

1. ผู้หญิงยืนอยู่ที่รั้ว
2. ทันใดนั้นผู้ชายใช้แขนโอบไหล่เธอ
3. เธอตีศอกไปที่ท้องของผู้ชาย
4. เธอใช้มือเสยเข้าที่จมูกของผู้ชายอย่างเต็มเหนี่ยว

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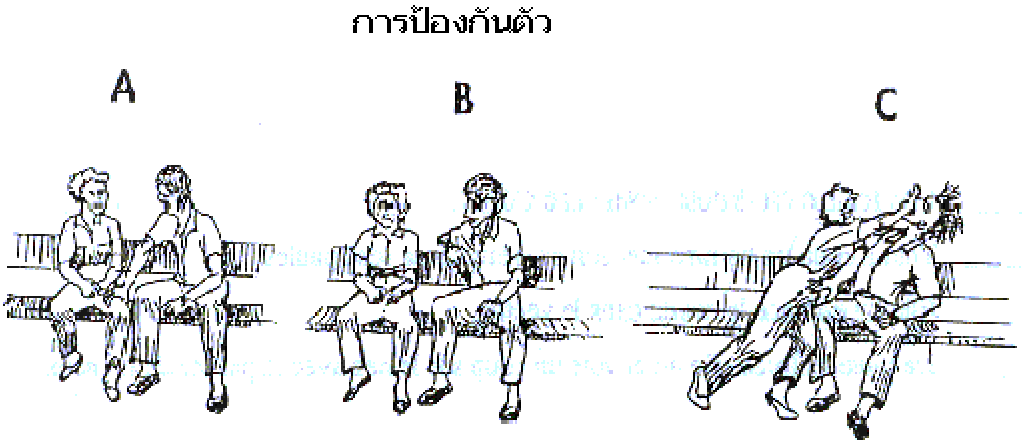

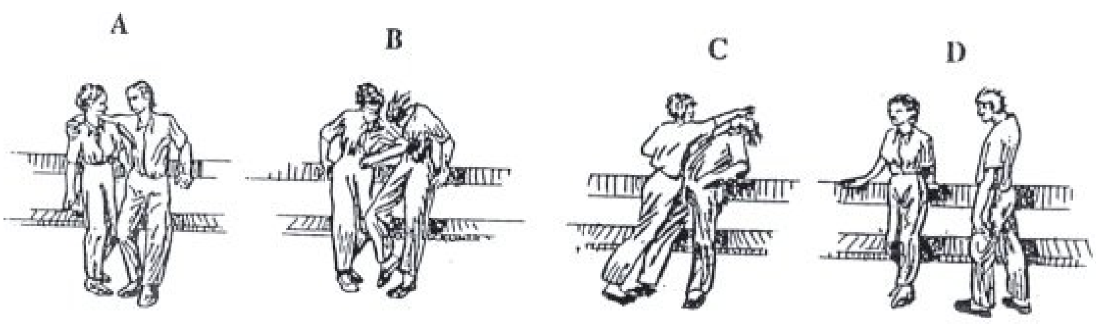

Anatomy Thai

SOLT I

Homework

Module 5 Lesson 2

Activity 1

Mark an X beside each body part that is NOT externally visible.

[illegible] ______ [illegible] ________ [illegible] ______

[illegible] ______ [illegible] ________ [illegible] ______

[illegible] ______ [illegible] ________ [illegible] ______

[illegible] ______ [illegible] ________ [illegible] ______

[illegible] ______ [illegible] ________ [illegible] ______

[illegible] ______ [illegible] ________ [illegible] ______

Activity 2

You are filling out a medical form for your permanent records. Mark the conditions that are part of your medical history.

____ [illegible]

____ [illegible]

____ [illegible]/[illegible]:

____ [illegible]

____ [illegible]

____ [illegible]

____ [illegible]

____ [illegible] [illegible]

[illegible]:

____ [illegible]

____ [illegible]

____ [illegible]

____ [illegible]

____ [illegible]

____ [illegible]

____ [illegible]

____ [illegible]